The internationalization of my course:

I had taught this 8-weeks one-credit class for 3 semesters, and I primarily used films that were depicting business in the United States. I used either movies that depicted American business (Wall Street, Thank You for Smoking, and even Roger & Me) or films that got at business “issues” such as leadership styles, ethics, and change (Hoosiers and In Good Company). I only used one film that had any international relevance, Outsourced.

My participation in ICAB changed the movies that I used, and the final outcome. I showed films that depicted business in other countries and films that taught the students something about the culture of a given area of a country. The final project helped students think about what it means to be a global citizen (for them as individuals) and what it means to be a corporate global citizen (for the companies they may work for in the future).

The integration of the global learning outcomes furthered the course goals of simply discussing “issues in business.” The integration gave the students one clear takeaway.

The students liked this approach to the class. The final project in past semesters was to write an individual recap paper over an “ideal manager,” but the students enjoyed working in teams to come up with a presentation about a certain country – and they all said they learned something new about the country they chose.

The assessments I used were discussion forums over the movies and the final project. The students stated in many of their forums that they didn’t know something before watching the film – that it made them think differently. Some also noted that they didn’t learn anything because they’d already discussed X topic in another class, but I thought this was good since they remembered what they learned and were growing in their understanding of business practices outside of the US.

One of the global learning outcomes was “to make choices and decisions based upon multiple frames of reference, including international and cultural contexts.” The students were able to reflect upon the movies they watched, the readings, the Ted Talks and the in-class conversations to put their final projects together. They helped the audience to understand some business practices in other countries, and they worked to get at they “why” – what about the landscape of the country led to those practices? A few examples of the students’ work are provided in this portfolio.

Because some of the takeaways were reflected in conversations with the students, I would have them do a short reflection paper at the very end of the class – articulating those specific takeaways.

I would also get rid of the “personal reflection on your culture” and have an assignment about half way through the 8 weeks where the students would do an annotated bibliography – showing the research they have and what they have learned, helping them to get at the “why” (historical, political, economic factors for example) and not simply the “what” (what to wear and how to shake hands for example.)